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AUTHOR Foremen, Laurie K.
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ABSTRACT

Junior high students taking the elective American studies quinmester course, "The American Indian", will study Indian culture and history, and United States government policy toward Indians. It is hoped that students will learn to appreciate the contributions that Indians made to this nation and will avoid the kind of stereotyping that frequently seems to occur. In the four units which outline the course the students will examine and analyze: 1) the culture of American Indians, placing emphasis on five main cultural areas, ways of living, and main cultural groups; 2) Indian aid to early Americans, and Indian contributions that are part of American culture today; 3) problems of American Indians today, such as poverty and prejudice, historical policies of the Federal government toward Indians, conflicting values between Indians and white men, and psychological ills of reservation life; and, 4) the future of American Indians current Indian movement, federal policy today, and assimilation vs. separatism. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and, SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

AMERICAN INDIAN

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SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

AMERICAN INDIAN

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by

Laurie K. Foremen

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1970

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF THE HISTORY AND VARIETY OF INDIAN CULTURES BEFORE THE COMING OF THE EUROPEANS. INCLUDED ARE THE CONTRIBUTIONS OF THE INDIANS TO OUR CULTURE AND THEIR PRESENT STATUS AND PROBLEMS. THE DEVELOPMENT OF AMERICAN POLITICAL POLICY TOWARD THE INDIANS IS TRACED FROM EARLY TIMES TO THE PRESENT. SOME ATTENTION IS PLACED ON THE INDIANS THAT INHABIT OR INHABITED FLORIDA.

CLUSTER: American Studies
GRADE LEVEL: Junior High School
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: The course, The American Indian, attempts to reach beyond past misconceptions and stereotypes surrounding the history and culture of the American Indian and establish these earliest settlers of America in their proper and justified identity in American History. Robert F. Kennedy called America's treatment of the Indian "a national tragedy and national disgrace." It is necessary to investigate Indian history, culture, and contributions to America in order to understand the contemporary Indian dilemma.

COURSE GOALS:

1. GIVEN AN INVESTIGATION OF THE DIFFERENT TRIBAL SOCIETIES ON THE NORTH AMERICAN CONTINENT PRIOR TO EUROPEAN EXPLORATION, THE STUDENT WILL COMPARE THE VARIOUS SOCIAL VALUES AND WAYS OF LIVING OF THE FIVE MAIN CULTURE AREAS OF THE AMERICAN INDIAN IN THE UNITED STATES.

2. THE STUDENT WILL SPECIFY SOME OF THE MAJOR CONTRIBUTIONS MADE BY THE AMERICAN INDIAN TO OUR NATION'S CULTURE.

3. THE STUDENT WILL PROPOSE REASONS FOR THE ECONOMIC, SOCIAL AND POLITICAL PROBLEMS OF THE AMERICAN INDIAN TODAY.

4. THE STUDENT WILL CONTRAST THE CONFLICTING VALUES OF THE INDIAN TRIBAL SOCIETY AND AMERICAN INDUSTRIAL SOCIETY.

5. THE STUDENT WILL SUGGEST ALTERNATIVES AVAILABLE TO THE CONTEMPORARY AMERICAN INDIAN: (a) ASSIMILATION INTO AMERICAN SOCIETY,(b) REMAINING SEGREGATED FROM SOCIETY AND RETAINING HIS IDENTITY, (c) A COMBINATION OF ASSIMILATION AND SEGREGATION.

- Culture of American Indians

  A. Five Main Cultural Areas

     1. Northwest Coast Tribes
     2. California Tribes
     3. Southwest Tribes
     4. Eastern Woodlands Tribes
     5. Plains Tribes

  B. Ways of Living of Each Cultural Area

     1. Home
     2. Food
     3. Tools, Weapons, Utensils
     4. Dress
     5. Religion (beliefs and superstitions)
     6. Customs and Ceremonies
     7. Arts and Crafts
     8. Recreation
     9. Communication and Transportation
     10. History of Relations between Tribes and United States of America

  C. Comparison and Contrast Among Five Main Cultural Groups

- Contributions of American Indian

  A. Aid to Early Americans

     1. Farming
     2. Food
     3. Clothing
     4. Shelter
     5. Paths, Guides
     6. Transportation

  B. Indian Contribtions as Part of American Culture Today

     1. Fashions and Jewelry
     2. Foods and Recipes
     3. Language and Names
     4. Art, Music
     5. Folklore, Folksongs

III. Problems of American Indian Today

  A. Poverty of American Indian

     1. Cocopah Indians
     2. Blackfoot Indians
     3. Senator Edward M. Kennedy's report of the Committee on Labor and Public Welfare

  B. Historical Policies of the Federal Government toward the American Indian

     1. William Penn's Walking Purchases
     2. Battle of Fallen Timbers
     3. First Reservation 1786
     4. Purchases of Thomas Jefferson (1804-1909)
     5. Dawes Act of 1807
     6. Scorched Earth Policy
     7. U.S. Crush of Plains Tribes (1874) Sioux (1876) Nez Perce (1877) Cheyenne and Bannock (1878) Ute (1879) Apache (1880's)
     8. Trail of Tears
     9. Cherokee Nation vs. State of Georgia
        a. Helen Hunt Jackson's indictment of the Federal Government
        b. E. Merton Coutler's defense of the Federal Government

  C. Conflicting Values between American Indians the White Man

     1. White Man Views of the Red Man
     2. Red Man Views of the White Man
     3. Conflict over Land
     4. Conflict over Materialism
     5. The Effects of the Following on the Live of the Indians
        a. Railrodd
        b. Telegraph
        c. Colt 45
        d. Cold Rush
        e. Homesteaders
        f. Ranchers
        g. Longhorn Cattle
        h. Barbed Wire

  D. Psychological Ill's of Reservation Living

     1. Life of Seminole Indian Girl
     2. Navajo Community College

  E. Prejudice Against the American Indian

     1. Buffy Sainte-Marie
     2. "I Am Angry"(Peggy Lane)
     3. "The Ballad of Ira Hayes"
     4. Geronimo Jones

COURSE CONTENT OUTLINE (cont)

IV. Future of American Indian

A. Current Indian Movements

1. Red Power
2. "Indianness"
   a. Michael Benson
   b. Buffy Sainte-Marie
3. National Indian Youth Council
4. Coalition of American Indian Citizens

B. Federal Policy Today

1. Bureau of Indians Affairs
2. Sen. Edward M. Kennedy Report
3. Menominee County of Wisconsin
4. Navajo Community College

C. Assimilation vs. Separatism

1. Buffy Sainte-Marie
2. Michael Benson
3. Sen. Edward M. Kennedy
4. Menominee County
5. Navajo Community College

GOAL: GIVEN AN INVESTIGATION OF THE DIFFERENT TRIBAL SOCIETIES ON THE NORTH AMERICAN CONTINENT PRIOR TO EUROPEAN EXPLORATION, THE STUDENT WILL COMPARE THE VARIOUS SOCIAL VALUES AND WAYS OF LIVING OF THE FIVE MAIN CULTURE AREAS OF THE AMERICAN INDIAN IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. INDIAN CULTURE	A. To investigate the methods of living and social values of the five main cultural groups of the North American Indian	1. Introduce the following 5 main cultural areas to the class. a. Northwest Coast Tribes b. California Tribes c. Southwest Tribes d. Eastern Woodland Tribes e. Plains Tribes Reference: Britannica Junior, Vol. 8, pp. 52-72 Alternate references: Games of American Indian, pp. 7-14 Red Man's America, pp. 45, 184, 290, 318, 223, 81 2. Permit students to form project small groups and have each group choose a prominent tribe of each cultural area. (map - Promise of America, Struggling For a Dream, p. 49) Each small group will both research and construct a group tribal presentation in class. Students will be responsible to thoroughly investigate and demonstrate the following features of the way of life of their particular tribe: a. Homes b. Food c. Dress d. Tools, Weapons, Utensils e. Religion (beliefs, superstitions) f. Customs and Ceremonies g. Arts and Crafts h. Recreation i. Transportation and Communication j. Relationship between Tribes and United States of America 3. Presentation of project work can resemble an Indian World's Fair, with each tribe having its own booth to display food, clothing, arts and crafts, pictures, posters, dioramas, etc. of its particular tribe.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Alternate activity: Each tribe will have a class period for presentation of its project.

(Encourage creativity and use of visual aids rather than "written" reports)

References:
Promise of America, Struggling for a Dream, pp. 54-56
The American Indian, LaFarge, pp. 38-210
The American Indian, White, pp. 110-138
Indians of the Plains, pp. 34-64

Alternate or supplemental references:
The Indians of North Eastern America, pp. 29-147
The American Indian, Fletcher, pp. 6-16, 39-122
Red Man's America, pp. 26-46, 109-224, 267, 269, 286, 291
Games of the American Indian
The Unconquered Seminole Indians, pp. 55-91
American Indians Sing
Seminoles of Florida

Movies:

Indians of Early America	1-12640
Indians of California - Part I	1-12643
Indians of California - Part II	1-12644
Indian Ceremonial Dances of Southwest	1-05231
Pueblo Arts and Crafts	

4. An in-depth study of Florida's Seminole Indians may be done by having each small group deal with a particular aspect of Seminole living.

   Each small group may produce a "Life Magazine" type of written and pictorial report of its particular tribe.

5. If the book American Indians Sing by Charles Hofman is available, students may examine the various Indian cultures as revealed by the lyrics of the songs.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. With the help of students, make a large chart on the blackboard (bulletin board) listing the differences among the five cultural Indian areas in the 10 categories for group research.

	Northwest Coast	California	Southwest	Eastern Woodlands	Plair
homes					
food					
dress					
tools, weapons					
utensils					
religion					
customs and ceremonies					
arts and crafts					
recreation					
transportation					
communication					
history					

Pertinent questions for discussion:
1. Is the daily life of all American Indians similar? Explain.
2. What are some of the obvious differing customs among the American Indians?

7. Show movie: The Pueblo Boy 1-12646 (Appendix)

B. To deduce the inappropriateness of stereotyping the typical American Indian

1. Using the chart constructed above, compare and contrast the living patterns of the five major cultural areas of the United States.

Ask students the following pertinent questions:
a. Do there seem to be many similarities among the cultural areas?
b. Are there also many differences among the cultural areas?
c. Which appear to be more frequent, the similarities or the differences.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have students examine carefully the different pictures of the American Indians. (Promise of America, Struggling For a Dream, pp. 49-53) 3. Have students read "The Many Faces of the American Indian" (A.E.P. - American Indians Today, pp. 49-53)

GOAL: THE STUDENT WILL SPECIFY FROM CLASSROOM EXPERIENCE SOME OF THE MAJOR CONTRIBUTIONS MADE BY THE AMERICAN INDIAN TO OUR NATION'S CULTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. CONTRIBUTIONS OF THE AMERICAN INDIANS	A. To identify the contributions of the early Indians that were vital to the survival and progress of the European settlers	1. Read to class excerpts from the Diary of John Smith (The American Indian, Young Reader's Edition, p. 64) describing the aid given the colony of Jamestown. Alternate reference: The American Heritage Book of Indians, p.16 2. Pertinent questions: 1. What essential aid did the Indians give the colony of Jamestown? 2. Briefly describe the help rendered by Massasoit, Chief of the Wampanoags, to the colony of Plymouth (Famous Indians - A Collection of Short Biographies, p. 3) and of the help rendered by Squanto to the settlers in Cape Cod (American Indian, Young Reader's Edition, p. 68). 3. Have students read: Free and the Brave, p. 11. Following the reading, orally review some of the major contributions to the settlers mentioned in the reading. 4. Select students for improvisations. Give the following situations; have students role-play both the roles of the Indians and of the colonists. a. You are a Pilgrim planning the first Thanksgiving. Certain factions in the colony do not want to invite the Indians. Convince them of the debt of gratitude owed the Indians, and why they sould be invited. b. You are a colonist during the winter of 1608 in Jamestown To survive, cannibalism is being practiced. Indians have just arrived in camp to help you. c. You are a hunter and trapper leading several families West to the Mississippi. Role-play some of the major ways of hunting, traveling, dressing, and cooking that these people have learned from the Indians on the way to the Mississippi. 3. Pertinent questions for discussion: 1. Do you think the earliest settlers would have survived without Indian aid? Why? 2. What were the major survival techniques taught the American settlers by the Indians?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. To illustrate the social, economic, and political contributions of the American Indian that are an integral part of American culture today	1. To serve as an introduction and to motivate students to research Indian contributions, show the class the movie, Indian Influences in the United States 1-05246. 2. Students may be divided into small project groups to create project illustrating Indian cultural contributions. Suggested projects: a. Indian beadwork popular today with teenagers for bracelets, rings, headbands, neck bands, and other Indian jewelry. b. Small group cooking and recipe book of popular tasty Indian dishes. c. A scale model of a canoe, Indian snow shoes, moccasins. d. Sewing of popular Seminole skirts and jackets. e. Bulletin board display of basic foods introduced to the white man by the American Indian. f. A dictionary comprised of words taken from the Indian languages. g. A crossword puzzle of Indian contributions. h. Water color or other paintings or drawings of Indian art. i. Enactment of Indian council meeting demonstrating an aspect of Indian government. Suggested references for both teacher and student: The American Indian, Young Reader's Edition, p. 69 Indians of the Plains, p. 17, 31, 44, 46-53 The Unconquered Seminole Indians, pp. 61, 62-67, 81 "America's Indians," Look, June 2, 1970, pp. 23-34 Movies: Pueblo Indian Arts and Crafts 1-05281 (see appendix) Indian Artists of the Southwest 1-11684 (see appendix) 3. Independent study in the school library is suggested for students to research the major contributions of the Indians to American culture. 4. Visit the Seminole Indian Reservation on U.S. 441 to learn about the culture and contributions of the Seminoles. Visit local Indian businesses.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have students write to Bureau of Indian Affairs at Office of Public Information Bureau of Indian Affairs 1951 Constitution Avenue, N.W. Washington, D.C. 20242 Specific information for their particular project and concerning the American Indian generally is available. 6. Discuss the fact that, according to Alvin Joseph Jr., almost half the crops that furnish the world's total food supply were first domesticated by the American Indian. (A.E.P. - American Indians Today, p. 45)

)AL: THE STUDENT WILL PROPOSE REASONS FOR THE ECONOMIC, SOCIAL AND POLITICAL PROBLEMS OF THE AMERICAN INDIAN TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
. Problems of the American Indian today	A. To describe the magnitude of the economic poverty of the American Indian	1. Read to students, or have students read, "Sometimes We Feel We're Already Dead: Arizona's Ruined Cocopah: Product of the White Man's Triumph." (Look, June 2, 1970, pp. 39-43) Alternate or supplementary reading: a. "Hope Has Little Meaning for the Blackfoot" (A.E.P. - American Indians Today, pp. 9-14) b. Excerpts from Edward M. Kennedy's 1969 "Report of the Committee on Labor and Public." (Synopsis, Feb 16, 1970, p. 7; or Look, June 2, 1970, p. 36) 2. Read to students, "Bad Deal at the Trading Post" (Synopsis, Feb 16, 1970, p. 5). Ask students to write a brief essay explaining the title. 3. Have a number of students role-play a father, mother, and child living on a contemporary Indian reservation. 4. Have a student(s) pretend that he is a member of Vista assigned to an Indian reservations. Have the student, as a Vista volunteer, write a series of letters home to his parents describing conditions on the reservation. (Check status of Vista today.) 5. Suggested independent study: a. Write to Vista for current information concerning volunteers on Indian reservations. Compile a report on information received. b. Write to Senator Edward M. Kennedy, Chairman of the Senate Sub-Committee on Indian Education, for information on Indian economic problems. Supplementary resource: "Papago Indians Almost Devastated" (Synopsis, Feb 16, 1970, p. 4) 6. Pertinent question for discussion: To improve their position, do Indians need to be made "more Indian?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. To trace historically some of the governmental policies that have contributed to today's economic, political, and social problems	1. Briefly introduce and explain to students the following historical incidents (or have students research individual reports): a. William Penn's Walking Purchase b. Battle of Fallen Timbers c. First Reservation, 1786 d. Purchases of Thomas Jefferson, 1804-1809 e. U. S. crush of Plains tribes, 1874; Sioux, 1876; Nez Perce, 1877; Cheyenne and Bannoc, 1878; Ute, 1879; Apache, 1880's f. Scorched Earth policies g. Dawes Act, 1887 h. Trail of Tears (The American Indian, White, pp. 92-99; "Getting Land From the Indians," Promise of America, Struggling For a Dream, pp. 64- 8) 2. Supplemental activity: Individualized study for the accelerated student - read the booklet, States Rights and the Indian Removal: The Cherokee Nation vs. the State of Georgia. Have the student write a paper defending either Helen Hunt Jackson's indictment or E. Merton Coulter's defense of American policy toward the Cherokee nation. Supplemental resources: Red Man's America, pp. 50-56 "The Vanishing Frontier," Old Hate, New Hope, pp. 122-125 The Unconquered Seminole Indians, pp. 15-18 3. Have a member of your class read Chief Joseph's surrender speech to the U.S. Army in 1877 (Famous Indians, A Collection of Short Biographies, p. 39). Alternate source: Western Sampler, p. 87 Supplemental resources: "Chief Joseph" (Old Hate, New Hope, pp. 122-125) "Chief Joseph of the Nez Perce" (The American Indian, White, pp. 138-141)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Field trip suggestion: Have students see the movie, Little Big Man. (Wometco will give special morning shows - call Mr. Jack Mitchell)
		5. An in-depth study of U.S. - Seminole relationships may be pursued by reading to class (or have students read all or part of The Unconquered Seminole Indians, pp. 15-18, 22-24, 39-46).
		6. Read to students, or have students read, "The Indian and White Man's Law" (Synopsis, Feb 16, 1970, pp. 4-6).
		7. Have students discuss or write opinion answers to the following questions: a. Should the present generatioon of the Indians collect reparations for what was done to their ancestors? b. Should Indian treaties be updated? c. What is the Indian's appropriate place in our society?
	C. To infer the psychological ills that have resulted from isolation on the reservation	1. Have students read "Between Two Worlds" (A.E.P. - American Indians Today, 1970, pp. 33-37). Questions to discuss after reading: a. Does the Indian need mainly vocational training? b. Do reservations make a logical and natural unit for new systems of child and adult education?
		2. Have students read "Community College for the Navajos" (A.E.P. - American Indians Today, pp. 42-44).
	D. To identify some of the various assumptions that have contributed to the prejudice against the American Indian	1. Write the word "Indian" on the blackboard - brainstorm one-word adjectives from the students and write them next to the word "Indian" on the blackboard.
		2. Introduce the terms, prejudice and stereotype, to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Play the song "My Country Tis of Thy People You're Dying," written and sung by Cree recording artist, Buffy Sainte-Marie. (album, Little Wheel Turn and Turn) a. Have students write a brief reaction to the song. b. Discuss the prejudices and stereotypes emphasized by Buffy Sainte-Marie in her song. 4. Play the tape "I Am Angry," which is a taped speech by Miss Peggy Lane. Miss Lane, part Indian, is a student at Carol City Senior High and deals with the unjust stereotypes Americans have of the American Indian. (Tape being produced at Lindsey Hopkins.) Pertinent questions: 1. Why is Peggy Lane angry? 2. Are her complaints justified? 3. What does Peggy Lane suggest as possible methods to rectify past injustices? 4. Is Peggy Lane a typical American Indian? Is there a typical American Indian? 5. Select a student to read aloud the poem by Peter La Farge, "The Ballad of Ira Hayes" (Stories in Song and Verse, pp. 28-29). Pertinent questions: 1. Why do you think Ira Hayes dies an alcoholic? 2. Are there any parallels between the return of Ira Hayes to America after W.W. II, and the return of Black Americans to America from the Viet Nam War? If your answer is yes, identify the parallels. 6. If available, show the movie, Geronimo Jones (Learning Corporation of America)(see appendix). Pertinent questions: 1. Why are the Indians depicted as the "bad" man on television, in the film? 2. Whose viewpoint on the American Indian do you share - Geronimo's grandfather or his uncle? 3. Was it inevitable for the American Indian to be killed by the U.S. Cavalry in the name of civilization?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Once again, write the word "Indian" on the blackboard together with the previous adjectives offered by the students. Have students write a short reaction paper concerning the list of adjectives listed for the American Indian.

)AL: THE STUDENT WILL CONTRAST THE CONFLICTING VALUES OF THE INDIAN TRIBAL SOCIETY AND AMERICAN INDUSTRIAL SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
• CONFLICT BETWEEN INDIAN AND WHITE AMERICAN VALUES	To deduce the inevitability of conflict between the Indian and white settler's culture	1. Have students examine the 3 pictures of the American Indians in the book, Promise of America, Struggling For a Dream, p. 58 (or use any other pictures available showing Indians attacking white settlers). 2. Have the students individually research the effect of the following upon the American Indian way of life: a. Railroad b. Telegraph poles c. Colt 45 d. Goldrush e. Homesteaders f. Ranchers g. Longhorn cattle h. Barbed wire References: Indians of the Plains, pp. 110-118 Indians of the United States, pp. 261-272 Promise of America, Struggle For a Dream, pp. 65, 67 3. Have students read: a. "They are Mixed People," a selection from the novel, The Light in the Forest, by Conrad Richter (Promise of America, Struggling for a Dream, pp. 60-62 b. "Make Men of Them," from a letter of Benjamin Franklin (Promise of America, Struggling For a Dream, pp. 62-63) 4. Have two students improvise (role-play) the return of True Son to his real father. As True Son, plead to your father, explaining why you must return to the Indians. As Mr. Butler, attempt to convince True Son of the value of returning to the white man's culture. Pertinent questions: a. What appears to be important Indian values? b. Do you think the settlers and Indians respected each other's different beliefs? c. Are Indians as materialistic as the white man?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Do you think war could have been avoided between the Indian and white man? Explain. 5. Have a student read aloud "Chief Seattle's Oration" (A Western Sampler, pp. 85-86). Have students write an essay to the following questions: 1. What conflicts does Chief Seattle cite between the Indian and white man? 2. Is Chief Seattle optimistic or pessimistic about the future existence of his people? Explain. 6. Have a student read to the class the poem Drums by Peter La Forge (A Western Sampler, p. 102). Pertinent questions: 1. What is the symbolism of the "drums;" what are the drums saying? 2. Does the poet seem happy with learning the white man's ways? Why or why not? 7. Show and discuss the filmstrips (and booklets) Indians View Americans, Americans View Indians.

GOAL: THE STUDENT WILL SUGGEST ALTERNATIVES AVAILABLE TO THE CONTEMPORARY AMERICAN INDIAN: A. ASSIMILATION INTO AMERICAN SOCIETY; B. REMIANING SEGREGATED FROM SOCIETY AND RETAINING HIS IDENTIY; C. A COMBINATION OF ASSIMILATION AND SEGREGATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
UTURE OF THE AMERICAN NDIAN	A. To examine the current Indian movements to gain economic, political, and social equality	1. To provide, if available, background and motivation, show the filmstrip/record The American Indian: A Dispossessed People (see appendix). 2. (objective A and C) Have students read the article "Indians Adopt Activism" (Synopsi vol. 1, No. 11, Feb 16, 1970, p. 10). a. List the 4 Indian challenges of the White Earth Indians. b. Discuss the validity of these Indian challenges. 3. (objective A and C) Have students read the article "Alcatraz Indians Stand Firm" (Synopsis, Vol.1, No.11, Feb 16, 1970, p. 12). Alternate source: "Alcatraz" (Look, June 2, 1970, p. 44) 4. Select students to research and debate before the class: "Resolved: The Indians Have a Right to Remain on Alcatraz." 5. (objective A andC) Discuss the new spirit of "Indianness" and Red Power that is current among modern American Indians. References: "Buffy Sainte-Marie: Indian and Proud (A.E.P. - American Indian Today, pp. 38-41) "Red Power", (Promise of America, Struggling For A Dream, pp. 69-71) Alternate or supplemental references: "What Future Faces The American Indian"(Read Magazine, Vol. XI, Vol 15, April 1, 1962, p. 3-6) "A College Freshman Prepares For Action (A.E.P. - American Indian Today, pp. 19-22) Pertinent Questions: 1. Is it better for the Indian to remain on the reservation, or off the reservation? (possible debate topic) 2. What should be the position of the Bureau of Indian Affairs in the life of today's Indian? Should the BIA be abolished?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. What solutions to Indian problems are being proposed by Indians themselves? 4. Are the Indians' problems primarily legal or cultural? 5. Are there any comparisons between the Black Power movement today and the Red Power movement? Explain.
	B. To examine contemporary federal government policy toward the American Indian	1. Have students read "The Reservation That Became A County" (A.E.P.-American Indians Today, pp. 26-28). 2. Working in small groups, have students draft a list of practical policies of the federal government to the American Indian. What policies on your list are not part of contemporary governmental practices? Alternate references: "America's Colonial Service", (Look, June 2, 1970, p. 35) Have students read, "A College Freshman Prepares for Action (A.E.P.-American Indians Today, pp. 19-22).
	C. To discuss critically the alternatives available to the modern American Indian	1. Debate or write an essay on either following statement: a. "Resolved: Assimilation into American Society is the American Indian's answer for his future." b. "Resolved: Segregation onto reservations, and retention of his Indian culture, is the American Indian's answer for his future." c. Investigate recent government purchase of Indian Land. 2. Have class discuss alternate activities. 3. Use current events as springboards for discussion if any pertinent issues are current. If not, a number of students could be assigned to find relevant articles (via the Reader's Guide) that have been published recently. These students could lead the class in discussion of alternatives they discovered. If students find any especially excellent sources the teacher can order reprints and use it in the future.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS: There is no appropriate single textbook. Class sets of as many of the alternate materials as possible are recommended.

I. ALTERNATE STUDENT AND CLASS MATERIALS

A. BOOKS AND PAMPHLETS

----- American Indian Today. American Education Publications Unit Book. Columbus: A.E.P. Education Center, 1970.

Blassingame, Wyatt. Seminoles of Florida. Tallahassee: Peninsular Publishing Co., 1963.

Cuban, Larry and Philop Roden. Promise of America: Struggling for A Dream. Scott Foresman Spectra Program. Glenview, Illinois: Scott Foresman and Co., 1971.

----- "The New Determination of the American Indians." Synopsis Magazine. Vol. 1, No. 11, February 16, 1970. (Includes Teacher's Resource)

Sady, Rachel Reese. Indians View Americans, Americans View Indians. Hartsdale, N.Y.: Olcott Foreward, Inc., 1970.

----- Famous Indians: A Collection of Short Biographies. Superintendant of Documents, U.S. Gov't. Printing Office: Washington, D.C. 20402. Price 35¢ each.

B. ARTICLES

Hedgepeth, William. "America's Indians." Look. 6-2-70, p. 23.

Kennedy, Sen. Edward M. "Let the Indians Run Indian Policy." Look. 6-2-70, p. 36.

Mangel, Charles. "Sometimes We Feel We're Already Dead." Look. 6-2-70, pp. 38-43.

Maxey, David R. "Bureau of Indian Affairs." Look. 6-2-70, p. 35.

----- "The American Indian." Read Magazine. Vol. XI, No. 15, April 1, 1962, pp. 3-19.

----- "Timeless People, Changing Earth." Look. 6-2-70, pp. 24-34.

C. AUDIO-VISUAL

1. FILMS

Little Big Man (Contact Mr. Mitchell, Wometco Enterprizes for showing. Must have minimum number of students to arrange.)

Geronimo Jones. New York: Learning Corporation of America, 1970. (21 minutes, color)

Available through Dade County AV

Indian Artist of the Southwest, 20' C, CVE 1-11684
Indian Ceremonial Dances of Southwest, 10' C, H Ambrosh, 1-05231
Indian Influences in the United States, 11' C, 1-05246
Indians of California, Parts 1 and 2, 15' C, 1-12643 and 1-12644
Indians of Early America, 22' C, 1-12640
Pueblo Boy, 25' C, 1-12646.
Pueblo Arts and Crafts, 10' , 1-05281

2. FILMSTRIPS

Indians View Americans, Americans View Indians, Cultures in Contrast. Hartsdale, N.Y.: Olcott Forward, Inc., 1970 (2 filmstrips, booklets, records).
The American Indian: A Dispossessed People. The Associated Press, 1968 (2 filmstrips, 2 records, color) ($35.00)

3. TAPE

Lane, Peggy. I Am Angry. Miami: Lindsey Hopkins, Social Studies Office. (In production as of this writing).

4. VISUALS

American Indians, Visual History Wall Map. Washington, D.C.: Civic Education Service, 1966.
American Indians. Logan, Iowa 51546: The Perfection Form Co. (15 pictures - $2.95)

D. OTHER SOURCES OF INFORMATION

Vista. United Nations, New York, New York, 10020.
Office of Public Information, Bureau of Indian Affairs, 1951 Constitution Avenue, N.W., Washington, D.C. 20242
Southwest Indian Foundation, 506 W. 66th Stree, Post Office Box 86, Gallup, New Mexico 87301
Seminole Indian Reservation, U.S. 441, Broward County, Florida
Senator Edward Kennedy, Chariman, Senate Committee on Indian Education, Washington, D.C.

II. SUPPLEMENTAL PUPIL AND TEACHER RESOURCES: (multiple copies of several of these resources in the classroom and/or the library are recommended.)

American Heritage, eds. Indians of the Plains. New York: American Heritage Publishing Co., 1960.
Baldwin, Gordon C. Games of the American Indian. New York: W. W. Norton and Company, Inc., 1969.
Bjorklund, Karna L. The Indians of Northeastern America. New York: Dodd, Mead and Company, 1969.
Fletcher, Sydney E. The American Indian. New York: Grosset and Dunlap, Inc., 1954.
Friedman, Louis F. and Peck, Ira. Old Hate, New Hope. American Adventures Program. New York: Scholastic Magazines, Inc., 1970.

Groff, Henry, V. The Free and the Brave. Chicago: Rand McNally and Company, 1969.
Guttman, Allen. States Rights and Indian Removal: The Cherokee Nation vs. The State of Georgia. New Dimension in American History. Massachusetts: D.C. Heath and Company, 1970.
Hofmann, Charles, American Indians Sing. New York: The John Day Company, 1967.
Hofsinde, Robert. Indian Costumes. New York: Willaim Morrow and Company, 1968.
Josephy Jr., Alvin M. The American Heritage Book of Indians. American Heritage Publishing Co., Inc., 1961.
Josephy Jr., Alvin M. The Indian Heritage of America. New York: Alfred A. Knopf, Inc., 1968.
LaForge, Oliver. The American Indian. New York: Golden Press, 1960.
Peithman, Irvin M. The Unconquered Seminole Indians. St. Petersburg: Great Outdoors Association, 1957.
Powers, William K. Indians of the Northern Plains. An American Indians Then and Now Book. New York: G. P. Putoram's Sons, 1969.
Smiley, Marjorie B. R. Corvin, J. Marcatante. Stories in Song and Verse. New York: The Macmillan Co., 1966.
Smiley, Marjorie, et. al. A Western Sampler. New York: The Macmillan Co., 1967.
Steiner, Stan. The New Indians. Delta, 348 pp. (Sociological Study of the Red Power Movement).
Underhill, Ruth M. Red Man's America. Chicago: The University of Chicago Press, 1953.
Wissler, Clark. Indians of the United States. Garden City, New York: Doubleday and Company, Inc., 1966.